



MASCULINITY AND EMOTIONAL WELLBEING

Learning Objectives and Curriculum Links: Wales (Secondary)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Wales. It should be used in association with Activity Guide 4: Masculinity and Emotional Wellbeing, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activity ‘Masculinity, Emotions, and Wellbeing’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in England (4.1), Scotland (4.3), and Northern Ireland (4.4) on the [Body, Self, and Family website](#).

LEARNING OBJECTIVES

- ✚ To be able to explain some of the ways that attitudes to gender roles have changed over time (lower ability)
- ✚ To understand some of the reasons for changes in attitudes to gender roles over time (higher ability)

- ✚ To be able to identify stereotypes relating to gender roles (lower ability)
- ✚ To assess the effects of stereotypes relating to gender roles on people’s behaviour (higher ability)

- ✚ To understand some of the reasons why it can be difficult to talk about emotions (lower ability)
- ✚ To formulate strategies to help have productive conversations about emotions (higher ability)

HOW DOES THIS ACTIVITY LINK TO THE CURRICULUM?

Health and well-being (Wales)

How we process and respond to our experiences affects our mental health and emotional well-being	
Progression step 4	Progression step 5
I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. I can identify different strategies to self-regulate my emotions in response to a range of experiences.	I can use my <i>self-awareness</i> to appreciate the complexity of my emotions and apply strategies to <i>self-regulate</i> them in a healthy way and to connect with others.
I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.	I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised. I can identify when to seek help based on a good understanding of my mental health and emotional well-being.
I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.	I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences.
I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.	I can empathise with others which helps me to be compassionate and kind towards myself and others.

How we engage with social influences shapes who we are and affects our health and well-being

Progression step 4

I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.

I can interact *pro-socially* in different groups and situations, adapting my behaviours accordingly.

I can evaluate how my *values, attitudes* and identity are shaped by the groups and *social influences* with which I interact.

Progression step 5

I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.

I can interact *pro-socially* in different groups and situations, and actively *advocate* for other individuals and groups.

I can recognise and understand how people's *values, attitudes,* and identity are shaped by different groups and influences.

I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.

Healthy relationships are fundamental to our well-being

Progression step 4

I can show a developing awareness of the complex nature of relationships.

I can communicate my needs and feelings, and respect those of others.

Progression step 5

I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.

I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.

I can form and maintain healthy relationships with a wider circle of people.
I can respect other people's points of view and use this to help resolve conflict.

I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.
I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.